

STUDENT PERSONNEL SERVICES IN EIGHT SELECTED  
UNDERGRADUATE COLLEGES IN GEORGIA

A THESIS  
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION,  
ATLANTA UNIVERSITY, IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF  
MASTER OF ARTS

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DEDICATION

TO MY PARENTS

MR. AND MRS. ALEXANDER REESE, I

MY SISTERS

LENA, MAGNOLIA, MATTIE, AND ANNIE

MY BROTHERS

ALEXANDER, JOHNNIE, LONNIE, AND JAMES

AND

TO MY HUSBAND

JAMES CLARKE MOONE

FOR THEIR LOVE AND ENCOURAGEMENT



#### ACKNOWLEDGEMENT

To Dr. Huey E. Charlton, my major advisor, goes my personal thanks for his wise guidance, time, valuable suggestions, and genuine interest in this study.

Gratitude is due Dr. Paul I. Clifford, my co-advisor, for his cooperation, assistance, and interest.

Special thanks should go to many individuals who in one way or another contributed to this study. Without the unswerving cooperation of the colleges and those college officials who supplied the data requested, the study could not have been made.

Indebtedness is due to those Student Personnel Directors who validated the questionnaire and are too modest to permit their names to be mentioned.

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R. T. R. M.

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## CHAPTER I

### INTRODUCTION

Rationale.--It is generally agreed that the chief goals of a college are academic. The activities and program of a college are planned around the curriculum. The nature of the learning process requires, however, that services other than classroom instructions be provided. Such services can add important dimensions to the total experiences of the student and facilitate learning by fostering a climate that is congenial to academic purposes and that assists in optimum personal development. These services then play an important part in attaining the academic goals of the institution because they contribute to a climate that is conducive to good scholarship.

The personnel program in every institution of higher learning must accept responsibility for considering all aspects of the student, taking into account not only intelligence and present and potential professional knowledge and skill, but physical and mental well-being and social competence as well. The institution's philosophy of education must spring from the belief that higher education serves well only in so far as the student learns the art of living along with the ability to earn a living. While the present-day nomenclature may not be readily recognized, the personnel point of view is far from new. Its roots are deeply embedded in the philosophy of Plato, John Locke,

Charles W. Eliot, and John Dewey, those early proponents of the psychology of individual differences. What an institution can do for its students in the area of personnel relations, how far it can assist them in becoming acceptable members of the society of which they are a part is in direct proportion to the institution, itself.

Since 1900, student personnel work has gradually become established as an integral part in institutions of higher education. In 1937, the statement known as "the personnel point of view" was issued by the Committee on College Personnel of the American Council on Education. This publication by the ACE is commonly regarded as an important benchmark which gave a clear sense of direction to student personnel work for the past twenty-five years.<sup>1</sup>

The eight colleges selected for use in this particular study were established for specific purposes or to serve given constituencies. They have objectives unique within the liberal arts framework. The distinctive character of such colleges determines the pattern and services of student personnel that are desirable. Shaffer says, "The development and organization of student personnel services reflect the personality, tradition, historical developments, and general characteristics of the particular institution."<sup>2</sup>

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<sup>1</sup>American Council on Education, The Student Personnel Point of View: A Report of a Conference, Series I, Volume I, Number 3 (Washington: American Council on Education, 1937), passim.

<sup>2</sup>Robert H. Shaffer, "Effects of Large Enrollments on Student Personnel Services," The Personnel and Guidance Journal, XXXVII (May, 1959), 626.



The present implication that the educational program in Georgia is in a state of transition and change, makes it necessary for college personnel, responsible for training tomorrow's leaders, to become keenly interested in surrounding the student with the types of activities and learning experiences that will aid him in developing the optimum level of his potentials. It is believed, therefore, that scientific studies in this area are of great educational and social value at this time.

Evolution of the problem.--The writer became interested in this project after having attended a workshop of the Maryland Council on High School and College Relations at Johns Hopkins University in Baltimore, Maryland, during the second semester of the 1963-64 school year. The major purpose of this organization is to improve relations and articulation between the secondary schools and colleges. In the keynote address at the workshop, Dr. Milton Eisenhower stated that "there is a growing need for colleges and universities to become concerned about the non-instructional as well as the instructional life of their students." The answer to this growing need, he stated, will result from colleges taking a new look at their student personnel programs.

As a native of Georgia, having received her educational training and some work experience in the state, it seemed beneficial to the writer to study the student personnel services that exist in the eight undergraduate colleges in Georgia.

Contribution to educational knowledge.--The writer hopes that this study will provide a detailed and objective description of the personnel programs for the schools studied and that those institutions

will be better able to evaluate their programs and make whatever changes necessary to bring their programs into line with the better personnel programs as found in other schools and in the literature.

Statement of the problem.--The problem of this research was to study and describe the existing principles and practices of eleven basic services of a college personnel program in eight undergraduate colleges in Georgia.

Purposes of the study.--The main purpose of this study was to investigate the existing practices of eleven basic services of a student personnel program in eight undergraduate colleges in Georgia. More specifically, additional objectives of this study were as follows:

1. To determine the level of training and professional competency of the student personnel staff in the colleges.
2. To determine the organizational structure of the student personnel program and staff.
3. To determine the overall status and characteristics of the eleven basic services in these institutions. More precisely, an effort will be made
  - a. to determine the policies of admissions in these institutions.
  - b. to determine the types of records kept on all students by these colleges.
  - c. to determine the areas of counseling available to students in these colleges.
  - d. to determine the adequacy of the health services to students in these colleges.
  - e. to determine the degree to which the residence and dining services of these colleges provide for the physical welfare of their students.
  - f. to determine the types of student activities that exist in these colleges.
  - g. to determine the provisions made by the colleges in assisting their students through financial aid, i.e., loans and scholarships.
  - h. to determine if these colleges provide placement services for their students, i.e., occupational opportunities, including requirements for and opportunities in them.

- i. to determine the degree to which these colleges accept responsibilities for improvement of social and moral conduct of their students.
- j. to determine if provisions are made by the colleges for special clinics such as: remedial reading, study habits, speech and hearing.
- k. to determine if the following special services are provided for by the colleges:
  1. Orientation
  2. Veteran's counseling
  3. Religious activities and counseling.
4. To identify principles that will aid a college in improving student personnel services.

Definition of terms.--The more significant terms used throughout this investigation were characterized in the separate statements that follow:

1. "Student Personnel Services," refers particularly to the non-instructional life of the college. The services included in this study will be:
  - a. Admissions
  - b. Records
  - c. Counseling
  - d. Health Services
  - e. Residence and Dining services
  - f. Student activities
  - g. Financial aid
  - h. Placement
  - i. Discipline
  - j. Special clinics
    - Remedial reading
    - Study habits
    - Speech and hearing
  - k. Special services
    - Student orientation
    - Veteran's advisory services
    - Foreign student program
    - Marriage counseling
    - Religious activities and counseling
2. "Student Personnel Staff," those persons devoting one third or more of their time to student personnel work.
3. "Student Personnel Work," a centralized or a series of separate services that are practiced in the college in any form.

Limitations of the study.---This study has the limitations that are inherent in a survey conducted by means of a questionnaire and analysis of documents. The responses were structured and limited to a large extent by the items included in the questionnaire. The diversity of training and experience of persons completing the questionnaire can be seen as another limiting factor.

Further, this study was limited to an investigation of eleven basic services of a college personnel program as outlined by the American Council on Education and endorsed by the American College Personnel Association. The list of services includes: (1) Selection of Admissions; (2) Counseling; (3) Records; (4) Health Services; (5) Residence and Dining Services; (6) Student Activities; (7) Financial Aid; (8) Placement; (9) Discipline; (10) Special Clinics - Remedial reading, Study habits, Speech and hearing; (11) Special Services - Student Orientation, Veterans' advisory services, Foreign student program, Marriage counseling, Religious activities and counseling.<sup>1</sup>

Period and locale of the study.---This research was conducted at eight colleges in Georgia during the second semester of the 1964-65 school year.

Subjects and materials.---The subjects and materials that were used for gathering data necessary for this study are identified in the statements which follow.

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<sup>1</sup>Daniel D. Feder et al., "The Administration of Student Personnel Programs in American Colleges and Universities," Student Personnel Work, American Council on Education, Series VI, Number 19 (Washington: American Council on Education, 1958), p. 46.

1. Subjects - The subjects in this study consisted of college personnel in eight undergraduate colleges in Georgia, namely:
  - a. Albany State College
  - b. Clark College
  - c. Fort Valley State College
  - d. Morehouse College
  - e. Morris Brown College
  - f. Paine College
  - g. Savannah State College
  - h. Spelman College
2. Materials - The instruments used in this study were:
  - a. Questionnaire
  - b. Checklist
  - c. Catalogues

Method of research.--The descriptive survey method of research, utilizing the specific techniques of the questionnaire, checklist, and college catalogues, was used to gather the necessary data required to fulfill the expressed purposes of this research.

Research procedure.--The procedural steps used in conducting this research were:

1. Permission to conduct the study was secured from the proper college officials.
2. The literature pertinent to this study was reviewed.
3. The college catalogues were reviewed for important data.
4. A suitable questionnaire and checklist to meet the needs of this research was adapted and validated under the direction of a faculty member of the School of Education, Atlanta University, Atlanta, Georgia, and Student Personnel Directors from each of the following colleges: Hampton Institute, Hampton, Virginia; Morgan State College, Baltimore, Maryland; and Virginia Union University, Richmond, Virginia.
5. The findings, conclusions, implications, and recommendations derived from the analysis of the data are reported in tabular and expository forms and included in Chapters II and III.

Survey of related literature.--It was necessary for the writer to become familiar with the works of a number of authorities on the various aspects of student personnel services in higher education. After surveying the professional bibliography in student personnel services, it appeared that books published since 1950 would be most relevant to the needs of present-day colleges.

It should be noted, however, that many persons and organizations played influential roles in the present developments of student personnel services. Among those which were most influential in the opinion of the writer are:

1. The American Council on Education, organized in 1918, and later issued a publication called the Educational Record, which published articles and asked questions concerning personnel work. The October, 1924, issue carried a supplement No. 7 called "Personnel Procedure in Education" which gave a complete report of a study on personnel practices in colleges with an \$8,500 grant from the Rockefeller Benevolent Fund.<sup>1</sup>
2. Another significant and somewhat prophetic study in student personnel work was the doctoral dissertation which was later published by Esther-Lloyd Jones entitled "Student Personnel Work at Northwestern University."<sup>2</sup> This study was very significant because it made available to colleges and universities a picture of what was later to be an accepted need in higher education.
3. The J. C. Penny Foundation financed two annual reports by Dr. Mitchell Dreese, who in 1930 and 1931 was Dean of Students at Grinnell College in Iowa. In the first of these reports, Dr. Dreese stated that

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<sup>1</sup>W. W. Blaesser, "The Contributions of the American Council on Education to Student Personnel Work in Higher Education" (Unpublished Ed. D. dissertation, Department of Counseling and Guidance, George Washington University), passim.

<sup>2</sup>Esther-Lloyd Jones, Student Personnel Work at Northwestern University (New York: Harper Brothers, 1929), passim.

Personnel work in a college is concerned with the welfare of students as individuals. It aims to help each student achieve his maximum development along many lines: physical, social, mental, and spiritual. It regards the curriculum and extra-curricular activities of the school as but a means to an end, namely the all around development of the student. One imbued with the personnel idea is ever mindful that the college exists for the students and therefore is under obligation to provide the environment which is most likely to stimulate and direct desirable growth on the part of each student.<sup>1</sup>

More relevant for the purposes of this study is a report by Arbuckle and Kauffman in 1959 in which they investigated the student personnel services of one hundred eighty-six liberal arts colleges. Their criteria for study were: accreditation; four-year Bachelor of Arts program; non-affiliation with a university; an enrollment under five hundred; and private control. The study included: orientation, housing, health, financial aid, academic counseling, personal counseling, vocational counseling, and student behavior problems.

The study concluded that the modern liberal arts college was very much aware of the role of student personnel services in higher education. Some form of the major personnel services was offered by all the colleges.<sup>2</sup>

Another study in the area of student personnel services was by W. L. Scott, "A Study of Student Personnel Services in Small Liberal Arts Colleges." Using the list of services described by the American Council

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<sup>1</sup>Mitchell Dreese, "First Annual Report of the Department of Personnel, Grinnell College," Grinnell, Iowa, June, 1930. (Mimeographed.)

<sup>2</sup>Dugald S. Arbuckle and Joseph F. Kauffman, "Student Personnel Services in Liberal Arts Colleges," The Personnel and Guidance Journal, XXXVIII (December, 1959), 296-99.

on Education, Scott found in his study that the principles of student personnel work were the same in large and small institutions, but the methods of implementing them differed widely. Local conditions, history, and traditions determined what services were offered and how they were coordinated. He suggested in conclusion that

Colleges must recognize that more complete student services are necessary as more and different students matriculate in their institutions. They may well find that the major problems they meet will not simply be frustrations from increasing numbers, but those involving more value and cultural differences, not only between student and student, but also between students and the traditions developed in schools which have long had a relatively stable, homogeneous student body.<sup>1</sup>

Dyckman W. Vermilye has also expressed points of interest in this connection. In a study on "College Personnel Work in the South," Vermilye listed the following seven reasons why colleges should be concerned about their students today:

1. The increased number of students who are entering college.
2. The new type of program and institutions.
3. The impending manpower shortage.
4. The widespread of racial integration.
5. More teachers are more highly trained for their jobs.
6. More schools are meeting the certification requirements of regional and national accrediting organizations.
7. More students from other regions are coming into the South for higher education than ever before.<sup>2</sup>

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<sup>1</sup>William L. Scott, "Student Personnel Services in Small Liberal Arts Colleges," The Journal of College Student Personnel, II (March, 1961), 19-22.

<sup>2</sup>Dyckman W. Vermilye, College Personnel Work in the South (Atlanta, Georgia: Southern Regional Education Board, 1956), p. 1.



Another educator lists three challenges personnel workers are expected to face in the teaching-and-learning process in the future.

They are:

1. New automation devices
2. Programmed learning and teaching machines
3. Television and films whose development will bring unbelievable changes in classroom teaching, textbook writing and the very function of the college professor himself.

C. R. Carpenter, explaining the new media to the Association for Higher Education, said that these new media

. . . can be expected to change curricular, schedules, staffing, administrative procedures, uses of buildings and facilities, and budgets . . . when this development grows and expands, perhaps three per cent of college teachers will be involved in selecting, organizing, and producing recorded courses of the highest possible quality, . . . and in revising and improving them as needed.<sup>1</sup>

In a study of "Certain Aspects of the Personnel Services to Women in Selected Institutions of Higher Learning in Georgia," Eva Samuel Martin stated that student personnel services should be one of the major functions of higher education. It should begin with the recruiting, selection, and admission of each young woman and proceed through her tenure of formal training and as far into the future as is necessary. She further felt that student personnel services could be a reality of the college only through the utilization to the fullest

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<sup>1</sup>C. R. Carpenter, "The New Media: Implications for the New Roles of the College Teacher," Paper read before the Association for Higher Education, July, 1962.

extent and cooperation of the faculty, staff, and student body in administering the program.<sup>1</sup>

Ruth Strang's statement that pupil personnel services are needed on three levels--pre-college, college, and placement is similar to that of Martin. Strang's criteria for the first level is met in direct proportion to the degree that the student and those responsible for the student's becoming acquainted with college is able to secure useful information as to the student's interests, expectations, special abilities, and problems.<sup>2</sup>

Harold B. Pepinsky in "The Social Organization of a System of Controls" reports a study of 29 member college personnel staffs on the theory that their work represented a self-programmed cybernetics type of action. Out of 29 taped one hour interviews answering questions: "What is your organization? What do you do in it and why?" he abstracted that counseling, the supposedly central method of personnel work, was not among the five methods.<sup>3</sup>

"An Appraisal of the Professional Status of Personnel Work," by Gilbert C. Wrenn and J. G. Darley, indicates that there is greater need for college administrators to begin selecting personnel workers

<sup>1</sup>Eva Samuel Martin, "A Study of Certain Aspects of the Personnel Services to Women in Selected Institutions of Higher Learning in Georgia" (unpublished Master's thesis, School of Education, Atlanta University, 1953), pp. 121-22.

<sup>2</sup>Ruth Strang, Educational Guidance: Its Principles and Practice (New York: The Macmillan Company, 1947), p. 277.

<sup>3</sup>Harold B. Pepinsky, "The Social Organization of a System of Controls," Part of a symposium, New York, September, 1961.

from professionally trained counselors rather than faculty members who have been trained for instructional purposes.<sup>1</sup>

W. M. Wise, speaking of the future trends in student personnel work, sees a danger in it becoming "dated" in assessment of opportunities for creative innovations. Wise added that the most serious danger is that programs and purposes more appropriate for the past two decades than for the decades ahead will be developed.<sup>2</sup>

Speaking at the Southern Personnel Association, Kate H. Mueller stated that

The goal for each college personnel worker is to produce the best possible campus climate for intellectual and personal growth. He should become the expert on this. He must attack every deterring factor--cheating or sex or frivolity or drinking--with a positive program against them and somehow choose good students and faculty leaders to work with him on it. He must have his happier and popular programs too, or join with others who have such programs. Difficult?--maybe, but not any more difficult than all the other things we have been trying to do for the last fifty years.<sup>3</sup>

A climate for learning must be created as a part of the student personnel program according to Charles W. McCracken. This, he states, can exist on a campus when all members of the community perceive the reality of the college as a place to learn and where wisdom is valued. On such a campus, "adventure of the mind" would mean the kind of academic

<sup>1</sup>Gilbert C. Wrenn and J. G. Darley, "An Appraisal of the Professional Status of Personnel Work," National Association of Women Deans and Counselors Journal, XXVII (Winter, 1964), 99.

<sup>2</sup>W. M. Wise, "Student Personnel Work - Future Trends," The Personnel and Guidance Journal, XXXIX (May, 1961), 709.

<sup>3</sup>Kate H. Mueller, "Traditions in Student Personnel Work," Paper read before the meeting of the Southern Personnel Association, Memphis, Tennessee, November 3, 1963.

freedom that advocates, supports, and defends inquiry, criticism, exploration, and action. A college whose climate furthers learning would be sensitive to and responsive to individuality; it would be unimpressed by needless conformity. There would be a relationship of student and teacher marked by a sense of mutual responsibility for freedom of judgment and responsible action. Above all, such a climate would be perceived by student and teacher as one permitting the individual to reveal his feelings, to act out his ideas, and think as he wishes. Such a freedom to be unique or just to "be" without reprisal--or even fear of reprisal--from peer or teacher is a prerequisite for "a climate of learning." A broad gulf separates the teacher's concept of learning and that held by the student.<sup>1</sup>

The following statement by E. G. Williamson may well summarize recent developments in pupil personnel work.

Thus we experiment in creating and maintaining a community of scholars, a community in which students are totally immersed in the cordial, warm, casual learning relationships of scholar with scholar within the curriculum, and, to some extent at least, learning as personal development of students becomes an integrated experience of living as contrasted with the segregation of intellectual activity in the classroom, laboratory, and library. This is, one hopes, the wave of the future in student personnel work--not a program of technical and necessary services to student clientele, but rather a furthering of integrated learning with strong intellectual components, as well as affect maturity.<sup>2</sup>

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<sup>1</sup>Charles W. McCracken, "Student Personnel Work and the Climate for Learning," The Personnel and Guidance Journal, XLII (May, 1964), 904.

<sup>2</sup>E. G. Williamson, Student Personnel Services in Colleges and Universities (New York: McGraw-Hill Book Company, Inc., 1961), p. 462.

## CHAPTER II

### PRESENTATION AND ANALYSIS OF DATA

Introductory statement.---The data collected in this study are presented in tabular and expository forms in the pages which follow. The purposes of this study were answered in terms of data derived from responses made by student personnel workers of the eight subjects on the questionnaire items.

A rating scale designed to provide indices to the degree to which the overall function of student personnel services is carried out in meeting the needs of students was used for nine of the eleven services. This rating scale is one part of the Evaluation Report Form for Student Personnel Services developed by Robert B. Kamm and C. Gilbert Wrenn, which was used as a guide in the construction of the questionnaire. The rating scale is a five-point scale which ranges from minus one to plus three. In order to provide a basis for evaluation, the ratings of minus one, zero, and plus one were judged to be inadequate, while the ratings of plus two and plus three were judged to be adequate.

The questionnaires used to collect data for this study were sent to the respective colleges in January, 1965. Completed questionnaires were returned by May, 1965. Three Deans of Students and three Directors of Student Personnel Services served as respondents in six colleges. A Dean of Women and a Registrar served as respondents in two colleges.

General description of sample colleges.--The enrollment of the eight colleges ranged from four hundred thirty-six to fourteen hundred forty-three, with a combined enrollment of seven thousand six hundred ninety-six. The mean enrollment for the 1964-65 academic year was nine hundred sixty-two. Six colleges were co-educational, one college was for women only, and one college was for men only.

The eight colleges were distributed throughout the state of Georgia as follows: North - four; Southwest - one; East - one; Southeast - one; and Middle - one.

Three colleges were governed by Protestant-related churches, three were state supported colleges, and two colleges were governed by independent boards.

Student personnel staff.--Table 1 reveals responses to the questionnaire items which pertained to the titles of persons making up the Student Personnel Staff of the subjects.

It was assumed both in the questionnaire and in the treatment of data that some matters of organization and administration differed in different colleges. Perusal of the data presented in Table 1 indicates that the staff line up of student personnel workers differed by titles in some colleges. A total of one hundred twenty-two personnel workers were reportedly employed in these eight colleges. Thirty-nine of these were heads of college-owned residences. All of the schools reported that they employed college physicians, nurses, registrars, and chaplains. The next most popular office was Dean of Students. Only six Deans of Women and five Deans of Men were found among the eight institutions.

TABLE 1  
STUDENT PERSONNEL STAFF

Title	Number
Dean of Students	8
Assistant Dean of Students	1
Dean of Men	5
Dean of Women	6
Assistant Dean of Women	1
Academic Dean	5
Chaplain	8
Director of Testing	5
Registrar	8
Admissions Counselor	3
Director of Counseling Center	3
Director of Activities	1
Heads of Residences	39
College Physician	8
Counselor	1
College Nurse	8
Director of Placement	2
College Hostess	1
Director of Student Personnel	3
Dietician	6
Total	122

Number of personnel workers and enrollment of student body.--

Table 2 gives a comparative view of the number of student personnel workers employed by the colleges as revealed by the respondents and the number of students enrolled in these colleges.

The largest number of personnel workers was employed at the college with an enrollment of six hundred ninety-two. Eighteen personnel workers were employed at two colleges with enrollments of fourteen hundred thirty-four and nine hundred twenty-nine. Two colleges with enrollments of eight hundred seventeen and four hundred thirty-six

employed eleven personnel workers. No significant difference was found between the colleges with large and small enrollments and the number of personnel workers employed.

TABLE 2

## NUMBER OF PERSONNEL WORKERS AND ENROLLMENT OF STUDENT BODY

College Enrollment	Number of Student Personnel Workers	Personnel Worker-Student Ratio
1,443	15	96 to 1
1,434	18	80 to 1
1,145	16	72 to 1
929	18	52 to 1
817	11	74 to 1
800	13	62 to 1
692	20	35 to 1
436	11	31 to 1
7,696	122	

Table 2 reveals also that the ratio of student-personnel worker is 96 to 1 in the college with the largest enrollment. A ratio of 80 to 1 was revealed from the college with the second largest enrollment. Colleges ranking third, fourth, and fifth, according to population, had ratios of 72, 52, and 74 to 1, respectively. Ratios of 62, 35, and 31 to 1 were revealed for the colleges ranking sixth, seventh, and eighth according to population, respectively.



Personnel and other professional organizations.--Table 3 gives a list of the various personnel and other professional organizations in which student personnel workers hold membership.

TABLE 3

## PERSONNEL AND OTHER PROFESSIONAL ORGANIZATIONS

Personnel and other Organizations	Number
American Personnel and Guidance Association	16
Georgia Teachers and Education Association	4
National Education Association	8
National Association of Personnel Workers	9
Association of Women Deans and Counselors	7
Massachusetts Council of Churches	1
National Association of Student Personnel Administrators	5
Southern College Personnel Association	3
Georgia Association of Women Deans and Counselors	1
American Psychological Association	5
National Society for the Study of Education	2
American Academy of Political and Social Science	1
American Council on Education	1
American Nurses Association	2
Southern College Placement Association	1
Association of Higher Education	1
American Association of Science	1
College and Universities Ministers and Chaplains	1
Association of Registrars and Admission Officers	2
National Association of Foreign Students	1
American School Counselors Association	1
American Association of University Professors	2
Total	75

Perusal of the data reveals that sixteen personnel workers in the eight colleges were affiliated with the American Personnel and Guidance Association and nine personnel workers held membership in the National Association of Personnel Workers. At least one staff member from each

of the colleges held membership in these two organizations. The personnel workers as a group hold membership in twenty-two different personnel and other professional organizations. It should be added that some of the organizations were only slightly related to personnel work.

Academic ranks of student personnel heads.--Table 4 shows the responses to the questionnaire items which pertained to the academic ranks of student personnel heads. In the colleges, two student personnel heads were professors, one an associate professor, two were assistant professors, and one held the rank of instructor. The academic rank of one student personnel head was not specified. This factor reveals that the highest personnel officers in seven of the eight colleges held faculty rank.

TABLE 4

## ACADEMIC RANKS OF STUDENT PERSONNEL HEADS

Academic Rank	Dean of Students	Director of Student Personnel
Professor	1	1
Associate Professor	1	
Assistant Professor	2	
Instructor	1	1
No rank specified		1

In five colleges, the Dean of Students is responsible for the administration and co-ordination of student personnel services, while the Director of Student Personnel Services held this responsibility in three colleges.

To gain a picture of the professional qualifications of student personnel workers, space on the questionnaire was provided for listing training and experience. Most student personnel workers devoted some time to classroom teaching and had academic degrees consistent with their teaching fields. Some had many years of experience of personnel work, teaching, and related fields.

Highest earned degree by chief student personnel officers.--

Table 5 shows the highest earned degree of those directing student personnel programs in the eight colleges. Two had earned doctorate degrees, five had master's degrees and one had a Bachelor of Divinity degree. Three student personnel heads had degrees in education, three had degrees in religion, one had a degree in psychology, and one of the master's degree holders did not specify the field of his degree.

TABLE 5

HIGHEST EARNED DEGREE OF STUDENT PERSONNEL HEADS

Degree	Deans of Students	Director of Student Personnel
Doctorate	1	1
Master's	4	1
Bachelor of Divinity		1

It is probable that the fact that these persons held academic responsibilities in addition to personnel work dictated the need for high academic degrees.

Only two student personnel heads were engaged in full-time student personnel work, while six devoted more than half of their time to student personnel work.

Plans and policies of student personnel services.--Table 6 reveals the organizational pattern of student personnel services of the subjects, the number of schools with centralized student personnel programs, and some of the policies and procedures found among the eight institutions.

TABLE 6

## PLANS AND POLICIES OF STUDENT PERSONNEL SERVICES

Items	Yes	No	Doubtful	No Reply
Colleges with centralized programs	5	1	2	
Respondents who felt centralized programs necessary	6	1	0	1
Colleges planning administrative changes in personnel organization	4	2	2	
Colleges where faculty committees determine personnel policies	5	3	0	
Assignment of student personnel role clearly defined	6	1	1	

An attempt was made to determine whether the subjects had a centralized program of student personnel services, or whether there was a decentralized program. Of the eight colleges, five indicated that they had a centralized student personnel program, and one college did not have a centralized program, but its services were coordinated. Two respondents indicated that they were doubtful if their colleges had

centralized programs; nevertheless, an attempt was made by their colleges to coordinate the student personnel services.

The question asking whether the respondents thought a centralized program of student personnel services was necessary was asked in an attempt to find out how the respondents felt about centralization of personnel services. Six respondents indicated that they thought the centralized program was necessary, one college answered no, and one college did not reply to the question.

A question was asked whether the college was working toward any significant administrative changes in the pattern of personnel organization. Four colleges indicated they were planning significant changes due to growing enrollments and a desire to improve services to the students. Two colleges did not plan changes in personnel organization, and two indicated that it was doubtful that they were planning any changes.

Policies for student personnel services were determined by faculty committees in five colleges. Six respondents felt that job definitions of responsibility were clear, while one indicated that definitions of responsibility were not clear and one respondent was doubtful.

Manner in which personnel functions are related to academic instruction.--Table 7 reveals how the colleges relate personnel functions to academic instruction.

All colleges counseled failing students, all considered adjustment problems in evaluating academic achievement, six used test scores in curriculum planning, and six colleges viewed student personnel services as a supplement to the curriculum.

TABLE 7

MANNER IN WHICH PERSONNEL FUNCTIONS ARE  
RELATED TO ACADEMIC INSTRUCTION

	Number
Counseled failing students	8
Considered adjustment problem in evaluating academic achievement	8
Used test scores in curriculum planning	6
Student personnel services supplemented the curriculum	6

It was evident from the responses that these colleges generally related personnel functions to academic instruction.

Admission standards.--Table 8 reveals the responses to the questionnaire items which dealt with admissions services.

TABLE 8

ADMISSIONS STANDARDS

	Yes	No
Faculty shared in formulating admission policies	7	1
Admission data accumulated from each freshman class	8	0
High school transcript required	8	0
Advance placement provided	5	3
Selective admission practiced	7	1

Responses indicated that in seven colleges the faculty shared in the admission policies. All colleges attempted to predict success of applicants on the basis of accumulated data, and all colleges required a high school transcript for admission.

Four colleges admit students who pass the USAFI General Educational Development Tests. Five colleges provided advanced placement for well-prepared freshmen on the basis of test scores, high school averages, and recommendations. It is further evident that seven of the eight colleges were attempting selective admission in the sense that the prospect of success was individually considered for each applicant. Selective admission was described as estimating the chances of academic success for each candidate, on the basis of relevant information about preceding freshman classes and information available about the candidate and admitting students on the basis of this prediction for success.

Adequacy of admissions service.---Table 9 represents the expressed judgments of the respondents as to over-all adequacy of admissions service. Seven respondents rated their college's admissions as adequate and one college's admissions service was reported as inadequate.

Any interpretation of the admissions practices must consider the varied circumstances and objectives of the colleges. The questions on admissions were not desired to reflect the levels of admission standards so much as the manner in which admission standards were implemented. Therefore, an inadequate evaluation was based upon the objectives of that particular school.

TABLE 9

## ADEQUACY OF ADMISSIONS SERVICE

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	1
Need present; same service but inadequate	+1	0
Need present; service meets minimum requirements	+2	3
Need present; service goes beyond minimum requirements	+3	4

Records.--Table 10 shows the responses to the questionnaire item which dealt with information on the nature of the records of students on file. The practice of keeping records was rather consistent. All colleges kept all of the records listed in the questionnaire. Generally speaking, most records were kept in the custody of the Registrar. Many

TABLE 10

## RECORDS ON FILE FOR EACH STUDENT

Records	Personnel or Dean's Office	Registrar's Office	Other
Personal data	8	6	
Admissions blank		8	
High school transcript		8	
Reference forms	1	8	
Correspondence with student	8	9	1
Record of interviews	5	5	1
Student activities	8	2	1
Health records	4	2	3
Employment records	5		3
Test scores	2	8	1
Personality scales	5	3	1



records were kept in the Dean of Student's office or the Director of Student Personnel's office. This is understandable since these officials were heads of student personnel services in these colleges. On the questionnaire, the option of "other" was given as an alternate choice. Other offices where records were kept include: admissions, research, health and medical services, business, and placement. Write-ins on records kept other than those listed in the questionnaire were withdrawals and follow-up on graduates.

Disposition and use of records.--Table 11 gives a picture of the disposition and use of records. Six colleges indicated that records were located in a central place. All colleges brought records up to date annually. Adaptability of records to institutional needs was indicated

TABLE 11

## DISPOSITION AND USE OF RECORDS

Records	Yes	No	No Reply
Located in a central place	6	2	
Brought up to date annually	8		
Adapted to college needs	7		1
Used to meet individual needs of students	8		

in seven replies. All colleges used these records to meet the individual needs of students. As revealed in Tables 10 and 11, the practice of keeping records in all the colleges was rather consistent.

Adequacy of records.--Table 12 represents the expressed judgments of the respondents as to over-all adequacy of records. Two respondents rated the records kept in their colleges as inadequate. Six respondents felt the records kept in their colleges were adequate.

TABLE 12  
ADEQUACY OF RECORDS

Scale Description	Scale	Number
Need present; no service	-1	
Need present; service projected	0	0
Need present; some service but inadequate	+1	1
Need present; service meets minimum requirements	+2	5
Need present; service goes beyond minimum requirements	+3	1

Counseling.--Table 13 reveals the responses to the questionnaire items dealing with the types of problems for which counseling is available.

All colleges indicated educational counseling was available. This presumably was a broad, non-specific type of service which was part of the over-all educational program. Residence counseling, vocational, placement, religious, remedial reading, and health services were checked by all the respondents. Psychological counseling was checked by four colleges, marriage and family adjustment counseling was checked by five colleges, and counseling veterans on their problems was checked by five

colleges. Help was offered in speech and hearing in two colleges. All colleges reported counseling services were available to all students.

TABLE 13  
AREAS OF COUNSELING AVAILABLE

Areas of Counseling	Number
Educational	8
Residence	8
Psychological	4
Vocational	8
Placement	8
Religious	8
Remedial reading	8
Speech and hearing	2
Marriage and family adjustment	5
Veteran's problems	5
Health	8

Counseling in the college setting was considered to be primarily an aid to the over-all educational process. As was shown in Table 1, the responding colleges did not generally employ trained counselors. It may be assumed that persons performing counseling roles for the most part were considered by the college administrators as being competent classroom teachers and educators who had many of the personal qualifications to meet the counseling needs of the institution.

Referral agencies available.--Table 14 indicates the referral agencies available as reported by the respondents.

Two colleges could make referrals to a psychologist, six colleges could make referrals to a psychiatrist, and five colleges could

TABLE 14  
REFERRAL AGENCIES AVAILABLE

Special Services	Number	Type of Service	Number
Yes	8	Psychologist	2
No	0	Psychiatrist	6
No Reply	0	Mental Health Clinic	5

make referrals to a mental health clinic. All colleges could make referrals to one or more of the services.

The role of counseling in the college program.--Table 15 reveals the responses to the questionnaire items defining the role of counseling in the college program.

TABLE 15  
THE ROLE OF COUNSELING IN THE COLLEGE PROGRAM

	Number
Part of the instructional program	5
A series of separate services	2
A centralized service	3

In five colleges, counseling was part of the instructional program. Two respondents stated that counseling services in their colleges constituted a series of separate services, and three respondents stated that counseling was centralized in their colleges.

Educational counseling and related services offered by the colleges.--Table 16 reveals the responses to the questionnaire items which referred to the educational counseling and related services offered by the college. All colleges stated that their faculties spent

TABLE 16

EDUCATIONAL COUNSELING AND RELATED SERVICES  
OFFERED BY THE COLLEGES

	Yes	No	No Reply
Faculty members offered personalized services	8		
In-service training provided for faculty counselors	3	4	1
Test results available to teaching faculty	8		
Occupational information in active use	7		1
Group testing used for counseling	7		1
Coordination between faculty counselors and personnel services	8		
Information of availability of counseling service	8		
Group guidance in student problems	7		1

part of their time offering personalized services, such as registration and curriculum advising, or acting as general sponsor for a group of students. All colleges made test results available to the teaching faculty. Group testing was used as an aid to counseling in seven of the colleges. In all cases, coordination was reported between faculty counselors and student personnel services. Systematic effort was made to inform students and faculty of the availability of counseling services in all colleges. An in-service training program was offered

in three colleges to faculty sponsors and/or faculty counselors. Occupational information and group guidance were reported in seven colleges.

Guidance in graduate school planning.--Table 17 indicates assistance given to seniors preparing for graduate school. All colleges offered educational guidance to seniors interested in graduate school

TABLE 17

## GUIDANCE IN GRADUATE SCHOOL PLANNING

Information Available	Number	Type of Information	Number
Yes	8	Catalogues and admission requirements	8
No	0	Scholarships and fellowships	8
No Reply	0	Application procedures	8

by providing the following information: admission requirements, opportunities for fellowships and scholarships, and how to make application for admission to graduate school.

Drop-out studies.--It is generally accepted that college drop-outs represent a problem of tremendous severity. Table 18 reveals the responses to the questionnaire items which pertained to drop-outs.

TABLE 18

## DROP-OUT STUDIES

Drop-Out Information	Yes	No	No Reply
Periodic studies made of drop-outs	5	2	1
Studies of relationship between high school grades and college success	2	5	1
Interview required before drop-out during school term	7	1	

Periodic studies were made of drop-outs in five colleges, and two colleges made a record of drop-outs to determine the relationship between high school grades and success in college. Only one college did not require an interview with students before they could drop-out during the academic year.

Attempt to reduce attrition.--Table 19 shows that attempts were made by some colleges to reduce the drop-out rate. Seven colleges had selective admission practices and counseled low achievement students.

TABLE 19  
ATTEMPTS TO REDUCE ATTRITION

Practices	Number
More selective admission	7
Counseling for low achievement students	7
Financial aid assistance	8
Diagnostic testing	3
Remedial instruction	7

Diagnostic testing was used in three colleges and remedial instruction was offered in seven colleges. All respondents stated provisions were made by their colleges to assist students with financial aid who otherwise could not remain in school.

By examining Tables 13 to 19, it becomes apparent that counseling services were available in all of the colleges in the more general areas of counseling. Specialized or professional counseling occurred less frequently. All colleges could make some referrals and some colleges had persons trained in psychology and counseling on their staffs.

Adequacy of counseling.--Table 20 represents the expressed judgments of the respondents as to over-all adequacy of counseling.

TABLE 20  
ADEQUACY OF COUNSELING SERVICES

Scale Description	Scale	Number
Need present; no service	-1	1
Need present; service projected	0	1
Need present; some service but inadequate	+1	2
Need present; service meets minimum requirements	+2	4
Need present; service goes beyond minimum requirements	+3	

Half of the colleges stated that the counseling services were inadequate and half of the respondents check that their counseling services met minimum requirements.

Health services.--Table 21 reveals the responses to the questionnaire items which dealt with health services.

All colleges required a clinical examination by a physician before admission. All colleges kept the records of medical examinations on file and stated that their dispensary service was adequate. Emergency hospital service was available in all colleges, in a few cases in nearby towns. The physical condition of students had a bearing on their participation in curricular and extra-curricular activities. Physical



TABLE 21  
HEALTH SERVICES

	Yes	No	No Reply
Clinical examination required	8		
Physical and mental examinations kept	8		
Adequate dispensary service	8		
Emergency hospital service	8		
Physical limitations reported to:			
Academic counselors	7		1
Athletic department	6		2
Inspections of buildings for sanitation	8		
Health of institutional employees considered	7	1	
Nurse on staff	8		
Physician on college staff	8		

limitations are reported to the academic counselor in seven colleges and to the physical education department in six colleges.

Adequacy of health services.--Table 22 shows that only one college's health services was rated inadequate, and the health services in six colleges were rated adequate.

TABLE 22  
ADEQUACY OF HEALTH SERVICES

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	1
Need present; some service but inadequate	+1	0
Need present: service meets minimum requirements	+2	5
Need present; service goes beyond minimum requirements	+3	2

Residence and dining services.--Table 23 reveals the responses to the questionnaire items which dealt specifically with residence services.

TABLE 23  
RESIDENCE HALLS

	Yes	No	No Reply	?
Conducive to good study and rest habits	6		2	
Adequate for health, safety, and living comfort	8			
Unmarried students in approved residences	5	1	1	1
Off-campus housing facilities checked by school official	7			1
Adequate program of dormitory counseling	5	2		1
Program of social and cultural development	8			
Student government in residences	8			
"Student counselors" or "head residents" employed	8			
Adequate referral system	8			
Living quarters for faculty members who supervise dormitories	5	2	1	

Six colleges stated that the supervision of residence halls was effective, creating an environment that was conducive to good study and rest habits. All of the colleges indicated that their housing facilities were adequate from the standpoint of health, safety, comfort, and supervision. Of the eight colleges, none of the respondents answered a written question asking for the percentage of students living in college-owned or approved residences other than dormitories. Seven colleges checked on facilities and living conditions of students who found their own housing.

An adequate program of dormitory counseling was provided in five colleges. All colleges had programs of social and cultural development

in the residences, employed "student counselors" or "head residents" to assume responsibility for dormitory supervision who in turn made referrals to appropriate academic or personnel faculty members. Five colleges provided living quarters for faculty members in dormitories for purposes of supervision.

Food services.--Table 24 shows that all colleges provided or supervised non-commercial food service.

TABLE 24  
FOOD SERVICES

	Number
Non-commercial food supervised and/or provided	8
Trained dietitian for food planning and preparation	8
Attempts made to socialize the meal hours	8
Public health service inspects food preparation facilities	8

Although foods were prepared by independent syndicates in two colleges, the respondents explained that the colleges assumed responsibility in selecting syndicates with trained workers. All colleges made some attempt to socialize the meal hours--for example, by playing appropriate dining music. The public health service occasionally inspected food preparation facilities in all subjects. It would appear that the residence and dining services in these colleges play a significant role in personal adjustment and intellectual challenge.

Adequacy of residence and dining service.--Table 25 shows that seven colleges evaluated the adequacy of residence and dining hall

TABLE 25

## ADEQUACY OF RESIDENCE AND DINING SERVICE

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	1
Need present; some service but inadequate	+1	0
Need present; service meets minimum requirements	+2	3
Need present; service goes beyond minimum requirements	+3	4

service in the 3+ and 2+ categories of the scale, and one college checked the 0 category.

Program of student activities.--Table 26 reveals the responses from the questionnaire items on student activities.

TABLE 26

## PROGRAM OF STUDENT ACTIVITIES

Student Activities	Number
Student government	8
Social organizations	8
Publications	8
Athletics	7
Music	8
Dramatics	7
Religious and social service	8
Departmental or special interests	4
Honorary, fraternities and sororities	6
Political organizations	3

It will be noted that on all campuses the following student activities were found: student government, social organizations, publications, music, religious and social services. Occurring less frequently

were groups featuring departmental or special interests, honor societies, fraternities and sororities, and political organizations. It would appear that the sample colleges provided for a variety of student activities on each campus.

Implementing student activities.--Table 27 shows how the student activities are implemented. It is to be noted that all respondents answered in the affirmative to items pertaining to student activities.

TABLE 27

## IMPLEMENTING STUDENT ACTIVITIES

	Number = 8
Students supported program	8
Effort to evaluate and improve program	8
Program systematically coordinated by staff members or committees	8
Faculty sponsorship for student organizations	8
Official calendar registering all activities	8
Finances provided by budgeting from over-all costs	8
Finances provided by special activities fee	8

In the eight colleges, all students gave reasonable support to the student activities program, there was an effort to evaluate and improve over-all student activities programs, arrangements were made for a staff member or committee to coordinate and sponsor student activities, an official calendar registering extra-curricular and student activities was available for students, and finance for student activities was provided by budgeting from over-all costs and a special activity fee.

Responsibility for student activities program.--Table 28 lists the titles of persons who are responsible for the student activities

program in the eight subjects. In one college, a Director of Activities was responsible for the student activities program, in three colleges the Dean of Students held this responsibility, and in two colleges the Director of Student Personnel Services was in charge. Two colleges had

TABLE 28  
RESPONSIBILITY FOR STUDENT ACTIVITIES PROGRAM

Persons Responsible	Number
Director of Activities	1
Dean of Students	3
Director of Student Personnel Services	2
The Social and Cultural Affairs Committee	1
Student Government Association	1

committees to assume this responsibility, the Social and Cultural Affairs Committee and the Student Government Association.

Adequacy of student activities.--Table 29 shows that six respondents rated their student activities as adequate on the evaluation scale, and two respondents reported the student activities in their colleges were inadequate.

TABLE 29  
ADEQUACY OF STUDENT ACTIVITIES

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	1
Need present; some service but inadequate	+1	1
Need present; service meets minimum requirements	+2	4
Need present; service goes beyond minimum requirements	+3	2

Financial aid.--Table 30 reveals the responses from the questionnaire items pertaining to financial aid.

TABLE 30  
LOAN FUNDS

Availability	Number	Kinds of Loans	Number
Yes	8	College Loans	5
No	0	Federal Loans	8
		Bank Loans	4
		Others	4

All colleges reported loan funds were available. Five colleges had independent loan funds and student loans from a bank could be arranged in four colleges. All subjects made federal loans available to students.

Other types of financial aid reportedly available to students are: loans from private corporations, work-study programs, grants-in-aid, and financial assistance from community organizations.

The financial aid program was centralized in all colleges.

Scholarships and student aid.--Table 31 shows that scholarships were available in all colleges and were awarded with the student's academic record considered, so that students who are maintaining a good grade point average are encouraged and aided in completing college.

Part-time employment was available to those who needed it and financial counseling was provided in all colleges.

In response to the question, "What gaps or weaknesses exist in the financial aid program?", six of the respondents stated that more loans or financial aid was needed. One respondent felt too many students

TABLE 31  
SCHOLARSHIPS AND STUDENT AID

	Number
Scholarships available	8
Academic record considered in awarding scholarships and student aid	8
Part-time employment available	8
Financial counseling available	8

requested aid who, perhaps, did not really need it and another respondent felt a need for a manual to be distributed to students describing the scholarships, loans, and policies of student financial aid.

Adequacy of financial aid.--Table 32 shows that financial aid at six colleges was evaluated as adequate and financial aid at two colleges was evaluated as inadequate.

TABLE 32  
ADEQUACY OF FINANCIAL AID

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	1
Need present; some service but inadequate	+1	1
Need present; service meets minimum requirements	+2	4
Need present; service goes beyond minimum requirements	+3	2

Occupational information and placement.--Table 33 reveals the responses from the questionnaire items concerning placement and occupational information.



TABLE 33

## OCCUPATIONAL INFORMATION AND PLACEMENT

	Yes	No	No Reply
Information on occupational opportunities	8		
Provided contact between recruiting officials and students	8		
Placement available for drop-outs as well as graduates	7		1
Records maintained on former students	7		1
Program of follow-up and evaluation of placement service	7	1	
Interpretation of area employment needs	7		1
Student personnel office maintained file:			
Information from organizations in school community	6	2	
Occupational Information	6	2	

These questions were asked to determine what responsibility the colleges assumed toward students who sought vocational placement as they left college.

Students in all colleges were able to gain information concerning types of occupational opportunities open to them. The colleges helped in securing jobs by providing contact between recruiting officials and students. Seven colleges reported the following: a drop-out could expect placement aid as well as a graduating student, current records were maintained so that former students could gain employment through the services of their own colleges, follow-up studies were conducted for evaluation and improvement of placement services, and the placement officers interpret to the institutions the needs of the employment areas which the institutions serve. Six colleges maintained information from

contact agencies, organizations, and institutions in the school communities and had up-to-date, usable occupational information.

Adequacy of placement.--Table 34 shows that six respondents evaluated their placement services as adequate, and two respondents evaluated the placement services in their colleges as inadequate.

TABLE 34

## ADEQUACY OF PLACEMENT

Scale Description	Scale	Number
Need present; no service	-1	0
Need present; service projected	0	0
Need present; some service but inadequate	+1	2
Need present; service meets minimum requirements	+2	2
Need present; service goes beyond minimum requirements	+3	4

Extent to which college assumes responsibility for social and moral conduct.--Table 35 reveals the responses from the questionnaire items on discipline.

TABLE 35

EXTENT TO WHICH COLLEGE ASSUMES RESPONSIBILITY  
FOR SOCIAL AND MORAL CONDUCT

Scale Description	Scale	Number
Assumed no responsibility	0	
Made an effort, but provided little in the way of a program	1	
Provided a program on a "take it" or "leave it" basis	2	
Accepted responsibility and provided a program of activities	3	7
No reply		1

With the exception of the college that did not check the scale, all of the colleges accept responsibility and provide a program of activities and teaching for the improvement of social and moral conduct of its students.

Type of disciplinary measures.--Table 36 lists the types of disciplinary measures used by the subjects.

TABLE 36  
TYPE OF DISCIPLINARY MEASURES

	Number
Remedial	1
Punitive	0
Both, remedial and punitive	5
Other	1
No reply	1

Five respondents stated that the disciplinary measures of their colleges were both remedial and punitive. One college's disciplinary measures were remedial and another respondent wrote in preventive. One respondent did not reply to the question.

Manner in which student opinion is recognized.--Table 37 shows the manner in which student opinion is recognized by the subjects.

The respondents were asked to check "yes" or "no" to the statement, "The school is sensitive to student opinion in regulations pertaining to college community life." Only five respondents indicated their colleges' reaction. These five responses were in the affirmative. The question was then presented, "How is student opinion secured?"

TABLE 37

## MANNER IN WHICH STUDENT OPINION IS RECOGNIZED

	Number	No Reply
Individual contact	5	3
Informal group counsel	4	4
Regular committee	3	5
Joint faculty-student	6	2
Student only	0	8
Other	0	8

Five gained student opinion by individual contact, four through informal group counsel, three through regular committees, and six through joint faculty-student committees.

In interpreting Table 37, it must be remembered that this is the point of view of the college administrator rather than the student.

Manner in which discipline cases are handled.--Table 38 reveals the manner in which discipline cases are handled.

TABLE 38

## MANNER IN WHICH DISCIPLINE CASES ARE HANDLED

	Number	No Reply
Personnel officers investigated discipline	7	1
Disciplinary action an administrative function	6	2
Serious disciplinary action was done by a group	8	
Students informed of college regulations	8	
Discipline corresponded with college philosophy	8	

In seven colleges, the student personnel staff contributed to the preliminary investigation in cases of discipline. Subsequent

disciplinary action in serious matters was in the hands of a group rather than an individual.

Where social and moral conduct of students is of concern to the college administration, clear communication becomes especially important. In all colleges, information on standards and regulations was transmitted to students.

When asked whether the school's approach to discipline was consistent with the philosophy and objectives of the institution, all colleges replied in the affirmative. There was evidence from publications of the sample colleges that there was a real attempt to cultivate high standards of moral conduct and to consider the student's values while in college.

Adequacy of discipline.--Table 39 represents the expressed judgments of the respondents as to over-all adequacy of discipline.

TABLE 39

## ADEQUACY OF DISCIPLINE

Scale Description	Scale	Number
Need present; no service	-1	1
Need present; service projected	0	
Need present; some service but inadequate	+1	
Need present; service meets minimum requirements	+2	3
Need present; service goes beyond minimum requirements	+3	4

In evaluating the adequacy of discipline, four respondents said their services went beyond minimum requirements, three respondents

evaluated their services as meeting minimum requirements. One respondent rated the adequacy of discipline at his college the lowest on the rating scale--need present; no service.

Special clinics.--Table 40 reveals the responses from the questionnaire items concerning special clinics.

TABLE 40  
SPECIAL CLINICS

	Number	No Service
Remedial reading	6	2
Study habits	3	5
Hearing	1	7
Speech therapy	3	5
Remedial mathematics	1	7

These special clinics are in the areas of remedial reading, study habits, speech and hearing.

In six colleges, there was some type of provision for remedial reading. Assistance was given to students needing help in study and speech in three colleges. Only one respondent stated his college had access to a hearing clinic and provided remedial mathematics for its students.

Two colleges stated that even though they had no special clinics available, they made an effort to take note of individuals who needed help in these areas and offered such help on an individual basis.

Special services.--A number of specialized functions have been designated as "Special Services." Though not closely related,

these services are so grouped because they are concerned with the welfare of students. Special services in this study included: orientation, advising veterans, foreign student programs, marriage counseling, and religious activities.

Orientation - Table 41 reveals the responses from the questionnaire items concerning the subjects' special service of orientation.

TABLE 41

## ORIENTATION

	Yes	No
Pre-registration available to new students	8	
Each group of new students receives orientation	7	1
Group conferences with student leaders	8	
Religious and social activities provided	8	
New students introduced to student activities	8	
Upper-classmen help new students with orientation	8	
Handbook provided	8	
Orientation course during fall term	8	

From all the responses it appears that all subjects in this study provided some type of orientation service. All colleges replied in the affirmative on the following orientation services: pre-registration counseling is available to freshmen and new transfer students, orientation program includes group conferences with student leaders, program provided for religious and social activities, provisions are made to acquaint new students with student activities on campus, selected upperclassmen are utilized to help new students become acquainted with and adjust to college life, a handbook is provided for all new students, and an orientation course of some form is offered to freshmen throughout the year.

Preparing students for college through an orientation program appeared to be adequate and generally practiced in the sample colleges.

Veteran's counseling - Probably, there is a minimum need for veteran's counseling at this time. Seven colleges stated that someone was designated to give assistance to those eligible to receive veteran's benefits. Six colleges responded to the question, "Who conducts this service?" The Business Manager, Administrative Dean, Registrar, Placement Officer, and Director of Student Personnel Services were listed as persons assisting students eligible to receive veteran's benefits.

Foreign students - Table 42 reveals the responses from the questionnaire items concerning the subjects' special services of foreign student program.

TABLE 42

## NUMBER OF FOREIGN STUDENTS ENROLLED

Number of Students	Colleges
0	2
2 - 4	2
5 - 7	2
8 - 10	2

Six colleges enrolled from two to ten foreign students. Two colleges had no foreign students enrolled at the time this information was sought. The six colleges enrolling foreign students indicated that a person on their faculties was designated as foreign student adviser. Foreign student advisers were reported to be members of the National Association of Foreign Students Advisers.



Marriage counseling - Table 43 reveals the responses from the questionnaire items concerning the percentage of married students enrolled in the eight colleges. In four colleges, the percentage of married men constituted approximately 10 per cent of the enrollment while five

TABLE 43  
PERCENTAGE OF MARRIED STUDENTS

Men		Women	
Per Cent	Number	Per Cent	Number
1 - 10	4	1 - 10	5
11 - 20	2	11 - 20	1
No Reply	2	No Reply	2

colleges reported this percentage for women. The remainder ranged for both sexes between 11 and 20 per cent.

Table 44 reveals the responses from the questionnaire items concerning marriage counseling. Five colleges felt that counseling for

TABLE 44  
MARRIAGE COUNSELING

	Yes	No	No Reply
Special counseling services needed	5	3	
Special counseling services provided	2	6	
Organization or fellowship group of married students	0	7	1
Pre-marital counseling with literature	4	3	1

married students was needed, but only two colleges provided this service. This tends to further point up the inadequacies of the counseling services in these colleges. None of the colleges had an organization or fellowship group for married students.

Religious activities and counseling - The subjects of this study were Protestant church related. By reading the promotional literature and through informal acquaintance with most of the colleges, it becomes apparent that the religious life emphasis was prominent. Since the importance of meeting the needs of the whole student and the integration of the educational experience are often emphasized in higher education, it seemed pertinent to ask if the religious life and student personnel programs competed, over-lapped, or supplemented each other.

Eight specific questions were included in the questionnaire to measure the place religion had on a typical college campus. A free answer question gave the respondents opportunity to describe the provision for religious life of students.

Table 45 reveals the responses from the questionnaire items on the person responsible for the religious program.

TABLE 45

## PERSONS RESPONSIBLE FOR THE RELIGIOUS PROGRAM

	Number
Chaplain	5
Pastor of Students	2
Priest	1

It is apparent from Table 45 that all of the institutions had a designated official responsible for the religious program. In five of the colleges, this person was referred to as Chaplain, and in two colleges; Pastors of Students held this responsibility. It appears that none of the schools made any special provisions for students of different denominations. Only one college reported having a priest and this person seems to be responsible for the religious program for all students in that college. It was not clear from the respondents how the Pastor of Students assumed responsibility for the religious program in the colleges.

Table 46 shows that the student personnel staff was responsible for religious counseling of the subjects. Five institutions provided

TABLE 46

## PROVISIONS FOR RELIGIOUS COUNSELING

Provided by	Number
Student Personnel Director	1
Religious Counselor	5
Pastor	3
Chaplain	5
Priest	1

for religious counseling by a religious counselor.

On Table 13 (supra) of this study, it was revealed that all colleges provided for religious counseling. By studying the various tables, it becomes apparent that the student personnel staff was responsible for the religious life and counseling in the colleges.

Table 47 shows the type of activities sponsored by the various religious organizations.

TABLE 47

## ACTIVITIES SPONSORED BY STUDENT RELIGIOUS ORGANIZATIONS

Activities Provided	Number
Worship Programs	8
Fellowship Meeting	7
Bible Study Periods	4

Student religious activities are in existence on all college campuses. The questionnaire did not ask for the name of religious organizations, but was concerned with the types of activities that provided for student participation. Table 47 reveals that worship programs were held at all of the colleges. Fellowship meetings were found at seven colleges, and Bible Study Periods were held in four colleges.

Table 48 reveals other information on religious services as reported by the respondents.

TABLE 48

## INFORMATION ON RELIGIOUS SERVICES

	Yes	No	No Reply
Counseling occurred with special religious conferences	7		1
Colleges held regular chapel services	8		
Chapel attendance was required	7		1
Church, Mass, or Vespers required on Sundays	3	4	1

In the colleges, opportunity for students to discuss questions of a religious nature was provided during the special emphasis programs and conferences. All colleges held regular chapel services and seven colleges indicated that chapel attendance was required.

This study did not attempt to compare the services found in the state-supported and private-supported colleges; however, in view of the recent Supreme Court's ruling on prayer in public schools, it seems interesting to note that the three state-supported colleges and two private-supported colleges did not require attendance at Mass, Church, or Vespers on Sundays.

Table 49 presents data on the frequency of chapel services in the eight colleges.

TABLE 49  
FREQUENCY OF CHAPEL SERVICES

Times Per Week	Frequency Provided	Frequency Required
Daily	1	1
Once	4	3
Twice	1	1
Three	2	2
No Reply		1

Only one college provided a daily chapel program, four colleges had chapel services once a week, one college had chapel services twice a week, and two colleges provided chapel services three times a week. Most colleges required chapel attendance according to the number of times chapel services were held weekly.

Again from the free responses, it is apparent that while the colleges made no specific religious requirements, other than attendance, there was ample provision to cultivate the religious life and the atmosphere was generally conducive to individual cultivation of faith. An example of this was reflected in the statement of one respondent that made no checks on a question having to do with the institution's requirements. The statement was written, "The student is encouraged in his own beliefs and practices."

A second free response question asked what services the college would like to offer to make the student personnel services more effective. More comprehensive testing, a comprehensive and continuous study of the personality factors in the maladjusted student, and the need for psychiatric service were mentioned. One respondent was interested in a parent organization, and would like an observance of Parents' Day once a year.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

Introduction.--In American higher education, a program known as "Student Personnel Services" has slowly developed since 1900. These services were necessary to meet the varied non-classroom needs of students in a changing social structure.

In the last two decades, workshops, college courses, professional meetings, and research have concerned themselves extensively with the role, function, and problems of student personnel work in higher education.

With the many changes taking place in today's educational programs, it seems necessary for college personnel to strengthen the academic as well as the non-academic aspects of the college setting.

Problem and methodology.--The problem involved in this research was to study and describe the existing principles and practices of eleven basic services of eight colleges in Georgia.

In terms of specific purposes, the study was designed to achieve the following objectives:

1. To determine the level of training and professional competency of the student personnel staff in the colleges.

2. To determine the organizational structure of the student personnel program and staff.
3. To determine the over-all status and characteristics of the eleven basic services in these institutions.
4. To identify principles that will aid a college in improving student personnel services.

The data required for this study were obtained from questionnaires answered by student personnel workers in the eight selected colleges. The Evaluation Report Form for Student Personnel Services developed by Robert B. Kamm and C. Gilbert Wrenn was used as a guide in the construction of the questionnaire. The questionnaire was designed to include the basic services of a student personnel program outlined by the American Council on Education and endorsed by the American College Personnel Association.

Summary of related literature.--The literature that relates to student personnel work encompasses materials of voluminous proportions.

Many persons and organizations played influential roles in the development of student personnel services. Among the many are:

1. The American Council on Education, organized in 1918 and in 1920, launched a publication called Educational Record, which published articles and asked questions concerning personnel work. During the years of 1920 to 1924, the Educational Record contained articles by Capen, Wood, Thurston, Hawkes, Wylie, Mann, and others urging further experimentation and use of tests and other personnel procedures in higher education.



The Council's Committee on Standards made related recommendations. Dr. Mann proposed a cooperative study of personnel methods utilized in handling students and establishment of a central office to provide assistance to institutions in devising experiments, securing tools, and in interpreting results.

The unpublished dissertation by Blaesser thoroughly reviewed the early activities of the American Council on Education tracing the important development in student personnel work from its beginning until recent times.

2. In 1959, Arbuckle and Kauffman reported a study in which they investigated the student personnel services in one hundred eighty-six liberal arts colleges. The findings were:
  - a. The modern liberal arts college was very much aware of the role of student personnel services in higher education.
  - b. Some form of the major personnel services was offered by all of the colleges.
  - c. The colleges surveyed were extensively involved in housing and health services.
  - d. The service least adequately provided for was counseling, with common recognition of the need for improvement. Pepinsky, in another study, found that the service of counseling was not listed by twenty-nine personnel officers in colleges as part of their student personnel services.

3. A study by W. L. Scott on "Student Personnel Services in Small Liberal Arts Colleges" revealed the following:
  - a. Little difference in the provision for student personnel services existed whether the colleges had a large or small budget for such services.
  - b. Provisions were made by the sample colleges for most of the services.
  - c. Many services found in some of the colleges were not considered by the colleges as student personnel, but were part of the college program, informally coordinated by the academic dean.
  - d. The persons responsible for the student personnel services served in some other capacities such as registrar, president, alumni secretary, director of public relations, and faculty members.
  - e. Scott found that the principles of student personnel work were the same in large and in small institutions, but the methods of implementing the services differed widely. Local conditions, history, and traditions determined what services were offered and how they were coordinated.
4. Scott reported a re-study, "Student Personnel Services in Small Liberal Arts Colleges," using data from the study above. The higher scoring colleges reported more admissions persons, a more complex health service program, more fraternity-sorority systems, more student

group organization for peer discipline, and fewer required chapel attendance. Remedial courses were offered in all the "low score" colleges and not in the others.

5. Dyckman W. Vermilye's study on "College Personnel Work in the South" revealed the following reasons why colleges should be concerned about their students today:
  - a. The increased number of students who are entering college.
  - b. The new type of programs and institutions.
  - c. The impending manpower shortage.
  - d. The widespread of racial integration.
  - e. More teachers are highly trained for their jobs.
  - f. More schools are meeting certification requirements of regional and national accrediting organizations.
  - g. More students from other regions are coming into the South for higher education than ever before.
6. Eva Samuel Martin and Ruth Strang in two different studies found that student personnel services are needed on three levels--pre-college, college, and placement.
7. Wrenn and Darley noted that persons filling the positions in student personnel services came from a variety of backgrounds and were chosen for reasons other than their professional training and experience. Koeppe and Hays found that persons who have been trained in guidance and counseling bring more strengths to the position and fewer

weaknesses than persons in other fields. Strengths cited by Koeppe and Hays are:

- a. The guidance and counseling trained individual usually has a broader perspective of the total educational program.
- b. He has been trained originally as a teacher and is aware of the purposes and objectives of education in our society.
- c. While training as a counselor, the individual is encouraged to expand his knowledge, to encompass all aspects of the society--economic, political, employment, and social to name a few.

Summary of basic findings.--The following statements summarize the basic findings obtained from the questionnaire data on student personnel services in eight selected undergraduate colleges in Georgia.

Findings related to training and professional competency of the student personnel staff.--The heads of student personnel services assumed the title of either Dean of Students or Director of Student Personnel Services. Two student personnel heads had earned doctorate degrees, five had Master's degrees, and one had a Bachelor of Divinity degree. Student personnel heads hold degrees in either education, psychology, or religion. Only two student personnel heads were engaged in full-time student personnel services.

A total of one hundred twenty-two persons was employed in the eight colleges as student personnel workers. The staff line up of the student personnel workers differed by titles in most colleges. Most

student personnel workers devoted some time to classroom teaching and had degrees consistent with their teaching fields. Some had many years of experience in student personnel work, teaching or related fields.

Student personnel heads and student personnel workers as a group hold memberships in twenty-two different personnel and other professional organizations. Many student personnel workers were not affiliated with personnel and other professional organizations. The single organization which has attracted the greatest number of student personnel workers is the American Personnel and Guidance Association with a total of sixteen members, followed by the National Association of Personnel Workers with a total of nine members. At least one staff member from each of the eight colleges holds membership in these two organizations.

Findings related to the general nature and organizational patterns of the student personnel programs.--Five colleges had centralized programs of student personnel services. Four colleges are planning administrative changes in the pattern of student personnel organization.

In five colleges, faculty committees were responsible for developing overall policies concerning student personnel services.

All colleges related the personnel functions to academic functions by counseling failing students and considering adjustment problems in evaluating academic achievement. Only two colleges did not use test scores or student personnel services to supplement and strengthen the curriculum.

Findings related to the eleven basic services of a student personnel program.--

Admission services.---In seven colleges, the faculty shared in formulating the admissions policies and had selective admission practices. All colleges required a high school transcript for entrance and accumulated admission data from each freshman class.

Five colleges had advanced placement programs based on advanced placement tests.

Records.---All colleges kept all of the records listed in the questionnaire on all of their students. These included: personal data, admissions blank, high school transcript, reference forms, correspondence with students, records of interviews, student activities, health records, employment records, test scores, and personality scales. Most records were kept in the Registrar's office or the head of student personnel services. The records in most colleges were adapted to needs and in all colleges records were brought up to date annually.

Counseling.---Most colleges provided counseling services in the following areas: educational, residence, psychological, vocational, placement, religious, remedial reading, speech and hearing, marriage and family adjustment, veterans' problems, and health. All colleges could make referrals to either a psychologist, psychiatrist, or mental health clinic. Counseling was focused on students' needs incidental to the academic setting.

Although few trained counselors were reported employed in these colleges, faculty members offered personalized services particularly on academic advisement. Counseling was used for the benefit of the institution as well as for the guidance of the individual through periodic studies of drop-outs.

Health services.--All of the colleges had a nurse and a physician on the staff. All colleges either administer or require a clinical examination by a physician.

Residence and dining services.--Most college residence halls were conducive to good study and rest habits that provided for social and cultural development. All college residence halls were rated by the respondents as adequate from the standpoint of health, safety, comfort, and supervision. All colleges provided food services prepared under the direction of a trained dietician.

Student activities.--The colleges in this study provided for a variety of student activities. On all the campuses, the following organizations existed: student government associations, social organizations, publications, music, religious and social services.

In six colleges, a student personnel officer was responsible for the execution of the student activities program.

Financial aid.--There was evidence that the colleges had given considerable attention to scholarships. The available resources for loan funds were limited to colleges, banks, and federal loans.

Placement services.--All colleges provided occupational information and arranged contacts with prospective employers. Withdrawals were given help in placement in seven colleges. Vocational counseling was available in all colleges.

Discipline services.--The majority of the colleges assumed active responsibility for social and moral conduct of students. Half of the colleges used both remedial and punitive types of disciplinary

measures. Student opinions pertaining to college community life were secured generally through group action rather than individually.

Special Clinics.--The colleges did not generally provide for the special clinics of study habits, hearing and speech therapy. Only remedial reading was offered in six colleges.

Special services.--Seven colleges provided orientation services to each group of new students. A person was designated to do veteran's counseling in six colleges. The six colleges enrolling foreign students had a person designated as foreign student adviser.

Married students, both men and women, constituted a significant part of the student body in nearly all the colleges. Only two colleges provided for special marriage or pre-marriage counseling.

All of the colleges made provision for student religious organization. Chapel services were held regularly and attendance required in all colleges. Religious counseling was available in all colleges. Some colleges wrote free response comments indicating that Bible study and prayer groups were provided either formally or informally. While the goals would be predominately religious, it may be assumed that these groups also provided expression for socialization and intellectual exchange.

Summary evaluation table.--Table 50 is a composite of the scales, with the number of respondents who evaluated their colleges at the respective points on the scale.

Most of the responses were checked plus two or plus three. The summary responses in the table can be ranked in two ways: (1) Those checked from minus one to plus one, and (2) The combination of plus



TABLE 50

SUMMARY OF EVALUATION SCALES OF  
STUDENT PERSONNEL SERVICES

Degree to which overall services are adequate to meet the needs of students	-1	0	+1	+2	+3
Admissions		1		3	4
Records		1	1	5	1
Counseling	1	1	2	4	
Health Services		1		5	2
Residence and Dining Services		1		3	4
Student Activities		1	1	4	2
Financial Aid		1	1	4	2
Placement			2	2	4
Discipline	1			3	4

two and plus three. By ranking the responses in this way, the services of admissions, health, and residence and dining were rated as most adequately provided. The service of counseling received less favorable ratings from the personnel officers who responded to the questionnaire.

These evaluations should be interpreted as value judgments made by a member of the student personnel staff of the respective colleges.

Conclusions.--On the basis of the purposes of this study and the findings derived from the analysis of the data, the following conclusions seem justified.

1. The investigation of overall status of student personnel work disclosed that all of the colleges in the study provided to some extent all of the major student personnel functions in some manner.

2. More than half of the colleges in the study reported that centralized student personnel functions were closely identified with the instructional staff and academic purposes of the college.

3. According to the summary evaluation scale, counseling and discipline at most of the colleges were present, but inadequate.

4. Most student personnel workers held master's degrees, in subject areas, but few had taken graduate work in counseling or student personnel work. The counseling of students was often supplemented by religious counselors, priests, or chaplains. Specialized counseling was done on a referral basis. It was not clear from the study how extensively off-campus referral agencies were used, but all colleges indicated such services were readily available.

5. Admission requirements were very similar for the eight colleges studied. Doubtlessly, this condition results from the fact that all of the institutions were accredited by the Southern Association of Secondary Schools and Colleges.

6. All colleges had on file all of the records on students recommended by the American Council on Education. These records were located in the offices of the Registrar or Heads of Student Personnel Services.

7. The health services in the study were reported as generally adequate. The presence of a physician and trained nurse on the staffs of all of the colleges reflects a wholesome awareness of the importance of health services.

8. The residence and dining services seemed to be quite adequate and contributed substantially to the personal development of college students.

9. Student activities were informal and reflected extensive student involvement.

10. Limited financial assistance was available for students. Although some assistance was provided, more resources for financial aid were needed.

11. All colleges attempted to meet students' needs in Placement by providing information and counseling on vocational direction and by making deliberate efforts to place their graduates in jobs.

12. Discipline and the responsibility for social and moral conduct were more dominant than found in many colleges.

13. Little provision was made for special clinics. Some colleges attempted to provide for special needs through counseling, and some made off-campus referrals. Remedial reading was recognized as essential by all respondents, but in most colleges it did not appear to be remedial in the clinical sense.

14. Functions listed as "Special Services" were provided for in the regular program rather than by a special staff. These services occurred in various degrees. Of the special services, the religious program and provision for personal and spiritual development were dominant.

15. Student personnel workers generally performed many tasks. Few had educational training relevant to their student personnel assignment.

Implications.--The findings of this research would appear to suggest the following implications:

1. The subjects in this study were actually trying to provide student personnel services.

2. The majority of the subjects recognized that the student personnel program should be a supplement to the instructional program.
3. Counseling services seem to have experienced less success in the colleges than the other basic services of a student personnel program.
4. Student personnel services function in these colleges perhaps under serious handicaps due to the lack of trained student personnel workers.

Recommendations.--The findings, conclusions, and implications derived from this study seem to warrant the following recommendations:

1. Persons planning to continue in student personnel work should seek additional training. College presidents should invest the student personnel office with a role and dignity that will attract trained persons.
2. Members of the student personnel staffs should hold membership in national, state, and local organizations; should attend meetings on the same level; and should read professional literature in an effort to compensate for their lack of specialized training.
3. The questionnaire used to collect data in this study could be valuable as an evaluation guide where a college would carefully study its own program. This would constitute a case study approach criteria for evaluation includes locally determined considerations.
4. Colleges should carefully study whether students' needs are actually being met. The presence of an organization should not lead to the assumption that the program is functioning efficiently.

5. Colleges that are not highly selective in their admissions policies should assume great responsibility to insure maximum opportunity for academic success. Counseling and special clinics then should be strengthened to meet needs created by a non-rigid admission policy.

6. Student personnel programs would be strengthened by systematic evaluation of college needs and service offered.

7. The relationship between the student personnel services and the religious program frequently appeared ambiguous in this study. It is important to further clarify the relationship between the interest of the student personnel department and the chaplain or religious director.

8. Teachers' cooperation should be developed to a wider extent in assisting with the development of students in matters other than the academic area.

9. Colleges should seek additional financial resources and avail this information not only to students on their campuses but also to prospective applicants, parents, teachers, and community leaders.

10. As a minimum, each institution ought to have one person on its staff who has had graduate training in the student personnel field. Professional counseling is indispensable in regard to vocational opportunities and the types of training required for various occupations.

11. Making information available for the improvement of the curriculum and making personnel records available to the proper persons are services that should be continued.

12. The eleven basic services of a student personnel program as outlined by the American Council on Education and endorsed by the American College Personnel Association are recommended for the college personnel programs.

13. The personnel program should be coordinated by one person professionally educated in the area of student personnel work.

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## VITA

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## A P P E N D I X    A

Letter to Directors of Student Personnel Services

5125 Benning Road, S. E.  
Washington, D. C. 20027  
January 4, 1965

Director of Student Personnel Services  
\_\_\_\_\_, College  
\_\_\_\_\_, Georgia

Dear Sir:

With the many indications that the nation's educational program is undergoing a state of transition, it becomes increasingly necessary for colleges responsible for training tomorrow's leaders to become keenly interested in providing their students with the types of activities and learning experiences that will aid students to develop to the maximum level of their potentials.

I am attempting to make a study of the existing practices of eleven basic services of a student personnel program as outlined by the American Council on Education.

A questionnaire has been prepared and is being sent to Directors of Student Personnel Services in eight selected undergraduate colleges in Georgia. It is hoped that such a study will be beneficial and that it will provide guidelines to enable the institutions to evaluate their student personnel programs and to effect whatever changes necessary to make their programs commensurate with the better personnel programs as found in other schools and in the literature.

It is important that each question be answered completely. Any omissions will affect the entire questionnaire and in some instances make it invalid.

Read each numbered item and indicate your response by checking the number of your choice. There are also questions for you to answer using your own expressions of response. Use as much space as needed and turn over to the back of the page (number continued) if necessary. Helpful comments below each question will be appreciated.

I shall be grateful for your completing the questionnaire and returning it in the self-addressed envelope.

Very truly yours,

Mrs. Ruby R. Moone

A P P E N D I X   B

List of Subjects

## LIST OF SUBJECTS

1. Albany State College  
Albany, Georgia
2. Clark College  
Atlanta, Georgia
3. Fort Valley State College  
Fort Valley, Georgia
4. Morehouse College  
Atlanta, Georgia
5. Morris Brown College  
Atlanta, Georgia
6. Paine College  
Augusta, Georgia
7. Savannah State College  
Savannah, Georgia
8. Spelman College  
Atlanta, Georgia

A P P E N D I X   C

Specimen of Questionnaire

# A QUESTIONNAIRE ON STUDENT PERSONNEL SERVICES

This questionnaire is designed to measure Student Personnel Programs of eight colleges in Georgia. Most questions can be answered quickly by checking the appropriate blank. The write-in questions should be answered very briefly.

If the phrasing does not suit the situation of your college, you should make alterations or appropriate notations so that the answer gives a true picture of the service or program at your college.

In evaluating the Student Personnel Programs, the type college, the enrollment, the objectives and other relevant information will be taken into account.

## DEFINITIONS:

Student Personnel Services--refers particularly to the non-instructional life of the college. Any member of the faculty may contribute to the Student Personnel Services.

Student Personnel Staff--refers to persons devoting one-third or more of their time to Student Personnel Work.

Student Personnel Program--a program may be centralized or a series of separate services. The questions attempt to determine whether the practices occur in your college in any form.

## GENERAL INFORMATION

1. Name of institution: \_\_\_\_\_
2. Type of institution: \_\_\_\_\_ Men's \_\_\_\_\_ Women's \_\_\_\_\_ Co-ed
3. Location of institution: \_\_\_\_\_
4. Enrollment of student body: (Fall term) \_\_\_\_\_
5. Number of faculty members: \_\_\_\_\_
6. Sponsoring group:

\_\_\_\_\_ State  
 \_\_\_\_\_ Independent  
 \_\_\_\_\_ Catholic  
 \_\_\_\_\_ Protestant  
 \_\_\_\_\_ Other

## 1. The Student Personnel Staff consists of:

<input type="checkbox"/> Dean of Students (or equivalent)	<input type="checkbox"/> Religious Counselor
<input type="checkbox"/> Assistant Dean of Students	<input type="checkbox"/> Director of Testing
<input type="checkbox"/> Dean of Men	<input type="checkbox"/> Registrar
<input type="checkbox"/> Dean of Women	<input type="checkbox"/> Admissions Counselor
<input type="checkbox"/> Assistant Dean of Men	<input type="checkbox"/> Director of Counseling Center
<input type="checkbox"/> Assistant Dean of Women	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Academic Dean	

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## 2. List the names with appropriate information for each member of the Student Personnel Staff.

a. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association

☐ American Psychological Association

☐ Association of Women Deans and Counselors

☐ National Association of Student Personnel Administrators

☐ Other \_\_\_\_\_

☐ None \_\_\_\_\_

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_



b. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

\_\_\_\_\_ American Personnel and Guidance Association  
 \_\_\_\_\_ American Psychological Association  
 \_\_\_\_\_ Association of Women Deans and Counselors  
 \_\_\_\_\_ National Association of Student Personnel Administrators  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ None

Academic rank:

_____ Instructor	_____ Professor
_____ Assistant Professor	_____ No rank specified
_____ Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

c. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e.g. experience and graduate work)

Professional Personnel organizations where membership is held

\_\_\_\_\_ American Personnel and Guidance Association  
 \_\_\_\_\_ American Psychological Association  
 \_\_\_\_\_ Association of Women Deans and Counselors  
 \_\_\_\_\_ National Association of Student Personnel Administrators  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ None

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

d. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

<input type="checkbox"/> American Personnel and Guidance Association
<input type="checkbox"/> American Psychological Association
<input type="checkbox"/> Association of Women Deans and Counselors
<input type="checkbox"/> National Association of Student Personnel Administrators
<input type="checkbox"/> Other _____
<input type="checkbox"/> None

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

e. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None \_\_\_\_\_

Academic rank:

☐ Instructor ☐ Professor  
☐ Assistant Professor ☐ No rank specified  
☐ Associate Professor

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

f. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None \_\_\_\_\_

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

g. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

<input type="checkbox"/> American Personnel and Guidance Association
<input type="checkbox"/> American Psychological Association
<input type="checkbox"/> Association of Women Deans and Counselors
<input type="checkbox"/> National Association of Student Personnel Administrators
<input type="checkbox"/> Other _____
<input type="checkbox"/> None _____

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

h. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None

Academic rank:

☐ Instructor ☐ Professor  
☐ Assistant Professor ☐ No rank specified  
☐ Associate Professor

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

i. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None

Academic rank:

☐ Instructor ☐ Professor  
☐ Assistant Professor ☐ No rank specified  
☐ Associate Professor

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

j. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

\_\_\_\_\_ American Personnel and Guidance Association  
 \_\_\_\_\_ Association of Women Deans and Counselors  
 \_\_\_\_\_ American Psychological Association  
 \_\_\_\_\_ National Association of Student Personnel Administrators  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ None \_\_\_\_\_

Academic rank:

_____ Instructor	_____ Professor
_____ Assistant Professor	_____ No rank specified
_____ Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

k. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None \_\_\_\_\_

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

l. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None \_\_\_\_\_

Academic rank:

<input type="checkbox"/> Instructor	<input type="checkbox"/> Professor
<input type="checkbox"/> Assistant Professor	<input type="checkbox"/> No rank specified
<input type="checkbox"/> Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

m. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

\_\_\_\_\_ American Personnel and Guidance Association  
 \_\_\_\_\_ American Psychological Association  
 \_\_\_\_\_ Association of Women Deans and Counselors  
 \_\_\_\_\_ National Association of Student Personnel Administrators  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ None

Academic rank:

_____ Instructor	_____ Professor
_____ Assistant Professor	_____ No rank specified
_____ Associate Professor	

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

n. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

\_\_\_\_\_ American Personnel and Guidance Association  
 \_\_\_\_\_ American Psychological Association  
 \_\_\_\_\_ Association of Women Deans and Counselors  
 \_\_\_\_\_ National Association of Student Personnel Administrators  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_ None

Academic rank:

_____ Instructor	_____ Professor
------------------	-----------------



☐ Assistant Professor  
☐ Associate Professor

☐ No rank specified

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

\*\*\*\*\*

o. Name \_\_\_\_\_

Position \_\_\_\_\_

Training (e. g. experience and graduate work)

Professional Personnel organizations where membership is held

☐ American Personnel and Guidance Association  
☐ American Psychological Association  
☐ Association of Women Deans and Counselors  
☐ National Association of Student Personnel Administrators  
☐ Other \_\_\_\_\_  
☐ None \_\_\_\_\_

Academic rank:

☐ Instructor                      ☐ Professor  
☐ Assistant Professor           ☐ No rank specified  
☐ Associate Professor

Teaching field \_\_\_\_\_

Semester hours of teaching \_\_\_\_\_

Time (in class hour equivalent) available for personnel duties \_\_\_\_\_

Additional duties or title \_\_\_\_\_

## ORGANIZATION OF STUDENT PERSONNEL SERVICES

	YES	NO	DOUBTFUL
1. Does your college have a centralized Student Personnel Program? If yes, describe it briefly: Officers, duties, organization.	—	—	—
2. If there is no centralized Student Personnel Program, is there any attempt within the college to coordinate the various student services?	—	—	—
3. What is the title of the person responsible for the administration and coordination of personnel services?			
<div style="display: flex; justify-content: space-between;"> <div> <u>      </u> Dean of Instruction  <u>      </u> Dean of Students  <u>      </u> Dean of Men </div> <div> <u>      </u> Director of Guidance  <u>      </u> Director of Student Personnel  <u>      </u> Other _____ </div> </div>			
4. Do you think a centralized program of Student Personnel Services is necessary in your college?	—	—	—
5. Is your college administration working toward any significant administrative changes in the pattern of personnel organization? For example, is there a plan to expand the Student Personnel Services or to add any new features? Explain.	—	—	—
6. Is there a faculty committee responsible for developing overall policies concerning Student Personnel Services of your institution?	—	—	—
7. What attempt is made to relate the personnel functions to academic instruction? Check all that apply.			
<u>      </u> counsel failing students <u>      </u> consider adjustment problems in evaluating			

YES NO DOUBTFUL

academic achievement

\_\_\_\_ use of test scores in curriculum planning

\_\_\_\_ Student Personnel Services program planned

to supplement and strengthen the curriculum

\_\_\_\_ other (please specify) \_\_\_\_\_

8. Is the work of each member of the Student Personnel Staff clearly defined by the college administration so that it does not duplicate or overlap the services of other school personnel? \_\_\_\_\_

9. Describe briefly how the religious program, including religious counseling, is related to the overall program of Student Personnel Services. \_\_\_\_\_

10. Explain briefly the relationship of the Dean of Men and Dean of Women to the Dean of Students.

#### SERVICES

Following is a list of the services of a College Personnel Program as outlined by the American Council on Education and publications endorsed by the American College Personnel Association. The questions which follow are designed to determine to what extent the practices on your campus fulfill these services.

- I. Selection for Admission
- II. Records
- III. Counseling
- IV. Health service
- V. Residence and dining service
- VI. Student activities

- VII. Financial aid
- VIII. Placement
- IX. Discipline
- X. Special clinics
  - Remedial reading
  - Study habits
  - Speech and hearing
- XI. Special services
  - Student orientation
  - Veteran's advisory services
  - Foreign student program
  - Marriage counseling
  - Religious activities and counseling

# I. Admissions

	YES	NO	DOUBTFUL
1. Does the faculty share in formulating the policies for admissions?	—	—	—
2. Is data accumulated from each Freshman class that would aid the Admissions Office in predicting the success of applicants? If yes, by what means?	—	—	—
3. a. The college requires a High School transcript (or its equivalent*) for admission.	—	—	—
b. *The college admits students who pass the USAFI General Educational Development Tests. The cut-off score is _____. If other High School equivalents are accepted, please explain.	—	—	—
4. The college provides for advanced placement based on the College Entrance Examination Board Advanced Placement Tests.	—	—	—

YES NO DOUBTFUL

5. The college practices, "selective admission", in that the prospects of success are individually considered for each student admitted.
- — —

The degree to which your overall function of Student Personnel Service Admissions is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present Service goes beyond minimum requirements

## II. Records

1. The following records are on file for each student in the:

	PERSONNEL OFFICES	REGISTRAR'S OFFICE	OTHER	NOT ON FILE
Personal data	—	—	—	—
Admissions blank	—	—	—	—
High School transcript	—	—	—	—
Reference forms	—	—	—	—
Correspondence with student	—	—	—	—
Record of interviews	—	—	—	—
Student activities	—	—	—	—
Health records	—	—	—	—
Employment records	—	—	—	—

	PERSONNEL OFFICES	REGISTRAR'S OFFICE	OTHER	NOT ON FILE
Test scores	_____	_____	_____	_____
Personality scales	_____	_____	_____	_____
Other (specify)	_____	_____	_____	_____
			YES	NO

2. Personnel records are maintained in a central place.
3. Are personnel records other than grade reports brought up-to-date annually?
4. Record system is flexible and changes are made as needed.
5. Records are actually used by personnel staff and faculty in planning the student's program, preparing reference forms, in counseling, etc.

Degree to which your overall function of Student Personnel Service of Records is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service pro- jected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present Service goes beyond mini- mum require- ments

### III. Counseling

1. What areas of counseling are available in your institution? Qualify any of these. (Please check items that are available and underline items not available which your college needs.)

<u>      </u> Educational counseling	<u>      </u> Placement
<u>      </u> Freshmen only	<u>      </u> Religious counseling
<u>      </u> All classes	<u>      </u> Remedial reading
<u>      </u> Residence counseling	<u>      </u> Speech and hearing
<u>      </u> Psychological counseling	<u>      </u> Marriage and family

☐ Psychiatric counseling                      adjustment counseling  
☐ Vocational counseling                      ☐ Veteran's problems  
    ☐ Health counseling

Others: \_\_\_\_\_

2. If a professionally trained person is a member of the faculty, (e. g. psychology professor), what kind of specialized counseling does he offer?

3. Are there referral agencies available to whom students needing special services may be referred?

YES    NO

If so, please check type of service and list name of agency.

☐ psychologist  
☐ psychiatrist  
☐ community mental health clinic  
☐ other \_\_\_\_\_

4. Counseling in your institution is considered to be:

☐ part of the instructional program  
☐ a series of separate services  
☐ a centralized service  
☐ other \_\_\_\_\_

5. There is a group of faculty members (not necessarily trained in counseling) who spend part of their time offering personalized services such as registration and curriculum advising, or acting as general sponsor for a group of students.

\_\_\_\_\_

6. Some of the faculty act more fully as counselors and are given some release from teaching load or or given extra compensation.

\_\_\_\_\_

7. An In-Service Training program is carried on for faculty sponsors and/or faculty counselors.

\_\_\_\_\_

8. Test result interpretation is available to the teaching faculty.

\_\_\_\_\_

- |   | YES | NO  |
|---|-----|-----|
| 9. There is active use of occupational information available at a central agency.   | ___ | ___ |
| 10. Group testing programs are utilized for counseling purposes.  | ___ | ___ |
| 11. There is a system of coordination between Student Personnel Services and faculty counselors   | ___ | ___ |
| 12. Systematic effort is made to inform students and faculty of the availability of counseling services.  | ___ | ___ |
| 13. Are counseling or psychological services offered to the community by either the Student Personnel Staff: or the Psychology department?  | ___ | ___ |
| 14. Is any kind of group counseling used in working with student activities or problems? If yes, explain briefly.   | ___ | ___ |
| 15. The Student Personnel Office is prepared to give educational guidance to seniors interested in graduate school. Check appropriate blanks.   | ___ | ___ |
| ___ catalogues and admission requirements<br>___ opportunities for scholarships and fellowships<br>___ how to make application<br>___ others (please specify) _____   |     |     |
| 16. Periodic studies are made of persons who drop out before completing college, or transfer to other schools, to determine the reason.   | ___ | ___ |
| 17. What effort is made by the college to reduce the drop-out rate?   |     |     |
| ___ more selective admission<br>___ counseling for low achieving students<br>___ financial aid to students who cannot otherwise remain in school<br>___ diagnostic testing<br>___ remedial instruction<br>___ other (specify) _____ |     |     |



YES NO

18. A study is made of the record of dropouts to determine the relationship between High School records and success in college.

\_\_\_\_

19. Students are required to have an interview before they may drop college during the school term.

\_\_\_\_

Degree to which your overall function of Student Personnel Service of Counseling is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

YES NO

#### IV. Health Services

1. At the beginning of each school year, all students receive clinical examination by a medical doctor.

\_\_\_\_

\_\_\_\_ their home family doctor  
 \_\_\_\_ the college physician  
 \_\_\_\_ other (specify) \_\_\_\_\_

2. Complete records are kept of the findings of the physical and mental examinations.

\_\_\_\_

\_\_\_\_ by the college physician  
 \_\_\_\_ by the Student Personnel Office  
 \_\_\_\_ by the Registrar  
 \_\_\_\_ other (specify) \_\_\_\_\_

3. The school provides adequate dispensary service.

\_\_\_\_

4. Emergency hospital service is available.

\_\_\_\_

5. The health service reports physical limitations to:

\_\_\_\_ the academic counselor  
 \_\_\_\_ the athletic department

\_\_\_\_

	YES	NO
6. Regular inspection is made of the sanitation of college buildings.	—	—
7. Attention is paid to the health of institutional employees.	—	—
8. One or more nurses (R. N.) are on the staff for regular and emergency duty.	—	—
9. A college physician (M. D.) is a member of the college staff and maintains office hours on campus.	—	—

Degree to which your overall function of Student Personnel Service of Health Services is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

V. Residence and Dining Service	YES	NO	DOUBTFUL
1. The supervision of residence halls is reasonably effective in maintaining an atmosphere that is conducive to good study and rest habits.	—	—	—
2. Residence halls and facilities are adequate for health, safety and comfortable living.	—	—	—
3. All unmarried students live in college-owned or approved residences. If no, what per cent do? —	—	—	—
4. The college checks on facilities and living conditions of students who find their own housing (those not commuting from their own homes.)	—	—	—
5. There is an adequate program of dormitory counseling.	—	—	—
6. A program of social and cultural development exists as part of the group life in the student residences.	—	—	—

	YES	NO	DOUBTFUL
7. There is student government within residences.	—	—	—
8. An adequate referral system is in operation, relating special student problems to the appropriate academic or personnel department.	—	—	—
9. Student "counselors" or "Head Residents" are employed to assume responsibility for dormitory supervision and counseling for Freshman dormitories____, for all dormitories____. If yes, describe briefly what arrangement is in operation.	—	—	—
10. Living quarters are provided for faculty members in the dormitory for purposes of supervision.	—	—	—
11. College provides and/or supervises non-commercial food service.	—	—	—
12. Food planning and preparation is supervised by a trained dietician.	—	—	—
13. Some attempt is made to socialize the meal hours (e. g., playing of appropriate music.)	—	—	—
14. Occasional inspection is made by the public health service of food preparation facilities.	—	—	—

Degree to which your overall function of Student Personnel Service of Residence and Dining Service is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

## VI. Student Activities

1. There is a program of student activities which effectively meets the needs of students in the following areas:

☐ student government  
☐ social organizations  
☐ publications  
☐ athletics  
☐ music  
☐ dramatics  
☐ religious and social service  
☐ departmental or special interests  
☐ honorary, fraternities and sororities  
☐ political organizations  
☐ other (specify) \_\_\_\_\_

YES NO

2. Students give reasonable support to the student activities program.

\_\_\_\_\_

3. The institution makes constant effort to improve its overall student activities program.

\_\_\_\_\_

4. A staff member or committee systematically coordinates the student activity program.

\_\_\_\_\_

5. Faculty sponsorship is provided in some way for all student organizations.

\_\_\_\_\_

6. There is an official calendar registering all extracurricular or student activities.

\_\_\_\_\_

7. Finances for student activities are provided by budgeting from overall costs.

\_\_\_\_\_

8. Finances for student activities are provided by a special activities fee. (If other methods are used, please explain.)

\_\_\_\_\_

9. Who is in charge of the student activities program?

\_\_\_\_\_

Degree to which your overall function of Student Personnel Service of Student Activities is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present; Service goes beyond mini- mum require- ments

#### VII. Financial Aid

1. Program of student aid is:

☐ centralized  
☐ coordinated  
☐ uncoordinated

2. Loan funds are available.

YES NO

☐ college fund  
☐ federal loans  
☐ bank student loans  
☐ other \_\_\_\_\_

3. Scholarships are available.

4. A student's academic record is considered in awarding scholarships and student aid, so that students who are maintaining a good grade point average are encouraged to complete college.

5. Part-time employment services are available to those who need it.

6. Financial counseling is available.

7. What gaps or weaknesses exist in the financial aid program?

Degree to which your overall function of Student Personnel Service of Financial Aid is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service pro- jected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present; Service goes beyond mini- mum require- ments

## VIII. Placement

YES NO

1. The college provides information concerning types of occupational opportunities available to graduates, including requirements for and opportunities in them. — —
2. The college aids students in securing specific jobs after graduation by providing contact between recruiting officials and students. — —
3. Placement service is available to dropouts as well as to graduates. — —
4. Current records are maintained on former students for continued employment service to them. — —
5. There is a well-organized and continuing program of follow-up and evaluation for improvement of the placement service. — —
6. The service interprets to the institution the needs of the employment areas which it serves. — —
7. The Student Personnel Office maintains a file
  - a. of information from contacts with agencies, organizations, and institutions in the school community. — —
  - b. of accessible, up-to-date, and usable occupational information. — —

Degree to which your overall function of Student Personnel Service of Placement is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service pro- jected	Need present; Some service but inadequate	Need present; Service meets minimum re- quirements	Need present Service goes beyond mini- mum require- ments

## IX. Discipline

1. The school accepts responsibility for the improvement of social and moral conduct of its students.

0	1	2	3
Assumes no responsibility	Makes an effort but provides little in the way of a program	Provides a program on a "take or leave it" basis	Accepts responsibility and provides a program of activities and teaching

2. Disciplinary measures are:

☐ remedial  
☐ punitive  
☐ both

YES NO

3. The school is sensitive to student opinion in regulations pertaining to college community life. If yes, how is student opinion secured? (Please check)

☐ individual contact  
☐ informal group council  
☐ regular committee  
☐ joint faculty-student  
☐ student only  
☐ other  
 (please specify)

4. Personnel officers contribute to the preliminary investigation of cases of discipline.
5. Subsequent disciplinary action is administrative function.
6. Final disciplinary action in serious matters is in the hands of a group rather than an individual.
7. The college properly informs students what are the standards and regulations of the institution.
8. The school's approach to discipline is consistent with the philosophy and objectives of the institution.

YES NO  
 YES NO  
 YES NO  
 YES NO  
 YES NO  
 YES NO

Degree to which your overall function of Student Personnel Service of Discipline is adequate to meet the needs of students:

-1	0	+1	+2	+3
Need present; No service	Need present; Service projected	Need present; Some service but inadequate	Need present; Service meets minimum requirements	Need present; Service goes beyond minimum requirements

X. Special Clinics - Remedial Reading, Study Habits, Speech and Hearing

State briefly what services are available in the college community to meet the needs for special clinics. Are there needs for which there is no provision?

XI. Special Services  
Orientation

	YES	NO
1. Is pre-registration counseling available to freshmen and new transfer students?	—	—
2. Orientation program is conducted for each group of new students entering throughout the year.	—	—
3. Program includes group conferences with student leaders.	—	—
4. Program provides for religious and social activities.	—	—
5. Provision is made to acquaint new students with student activities on campus.	—	—
6. Selected upperclassmen are utilized to help new students become acquainted with and adjust to college life.	—	—



- |   | YES | NO  |
|---|-----|-----|
| 7. A handbook is provided for all new students.   | ___ | ___ |
| 8. Orientation course of some form is offered to freshmen throughout the fall semester (quarter). | ___ | ___ |

#### Veterans

- |  |     |     |
|--|-----|-----|
| 1. Is there a counseling service on campus to assist students eligible to receive V. A. benefits?<br>Who conducts service? | ___ | ___ |
|--|-----|-----|

#### Foreign Student Program

- |   |     |     |
|---|-----|-----|
| 1. Approximately how many foreign students are enrolled each year? _____                            |     |     |
| 2. Someone is designated as Foreign Student Advisor.  | ___ | ___ |
| 3. The Foreign Student Advisor is a member of the National Association of Foreign Student Advisors. | ___ | ___ |

#### Marriage Counseling

- |   |     |     |
|---|-----|-----|
| 1. What percent of college enrollment is married?<br>Percent male students _____ Percent female students _____                          |     |     |
| 2. Are special counseling services for married students needed?   | ___ | ___ |
| 3. Are special counseling services for married students provided?   | ___ | ___ |
| 4. Is there an organization or fellowship group that includes husbands or wives of married students?                                    | ___ | ___ |
| 5. Is there provision for counseling, with appropriate literature available, for students about to be married, (premarital counseling)? | ___ | ___ |

#### Religious Activities and Counseling

- |  |  |  |
|--|--|--|
| 1. Describe briefly the provision for religious life of the students.                        |  |  |
| 2. What person or persons are directly responsible for the religious program? (Please check) |  |  |

☐ Student Personnel Staff  
☐ pastor of students, ☐ chaplain, ☐ priest  
☐ other (specify) \_\_\_\_\_

3. Is there provision for religious counseling?  
(Please check)

☐ Student Personnel Staff  
☐ religious counselor  
☐ pastor, ☐ chaplain, ☐ priest, ☐ rabbi  
☐ other (specify) \_\_\_\_\_

4. Describe any unique feature in your program of religious counseling.

YES NO

5. Do you have a student religious organization?  
If yes, what activities does the organization sponsor?

\_\_\_\_\_

☐ worship programs  
☐ service activities  
☐ fellowship meetings  
☐ Bible study periods  
☐ other (specify) \_\_\_\_\_

6. Religious counseling occurs in connection with special religious emphasis conferences or week-end programs.

\_\_\_\_\_

7. Does the college hold regular chapel services?

☐ daily ☐ once ☐ twice ☐ three times  
 per week

\_\_\_\_\_

8. Is chapel attendance required?

☐ daily ☐ once ☐ twice ☐ three times  
 per week

\_\_\_\_\_

9. Is attendance at church or Mass required of students on Sunday?

\_\_\_\_\_

#### Summary Questions

1. Are there any unique or outstanding characteristics about your college that would contribute to an under-

standing of your Student Personnel Services? Any items that you feel are worthy of mentioning that the questionnaire did not recognize should be added.

2. State briefly what additional services you would like to offer in order to have a more effective program of assistance to students.

NOTE:

1. THANK YOU for answering this questionnaire.
2. Your name \_\_\_\_\_
3. I hope your college will benefit from the findings of this study. If you would like a copy of the final report, please check below.

\_\_\_\_\_ I wish to have a copy of the final report.

Submitted by:

Ruby Reese Moone  
Atlanta University  
Atlanta, Georgia